

News

April 2020



الكلية الإسلامية في لنفورد



Principal's Message

*Assalamu-Alaikum
Warahmatullahi Wabarakatuh*

بسم الله الرحمن الرحيم

Dear Parents/Guardians,

This term has undoubtedly been a challenging one. To assist all our families during these hard times, the Board of Governors and Management have determined to discount Term Two fees by 50%, Alhamdulillah.

As Term Two approaches, we will do our utmost to deliver lessons that students can access from home. Year 11 and Year 12 students have access to live lessons and lessons will continue (as per their normal timetables) at school for students who attend. Other students (K-10) who attend school will also be taught as per their normal timetable.

Students who stay at home will have access to recorded lessons (and instructions for learning from home) on SEQTA. Further details regarding learning from home, instructions and policies/procedures regarding online learning will be provided to parents prior to the start of Term Two.

Each and every student and their family are valued members of our College community. We would like all our students and their families to remain at Langford Islamic College. Please contact any member of the Management Team if you need any assistance in this regard. Your wellbeing is of great importance to us, particularly during these difficult times. Let us all be reminded of the following ayahs:

- You may hate a thing that is good for you. ...
- If you believe you will be tested. ...
- If Allah desires good for someone, he faces **hardship**. ...
- The prophets are tested the most. ...
- Allah does not change your condition until you change!

I thank you all for your patience and commitment to LIC
and wish you and your family a peaceful and
safe holiday, Insha-Allah.
Jazaak-Allahu Khairan.

Dr Popie Hossain Rhaman

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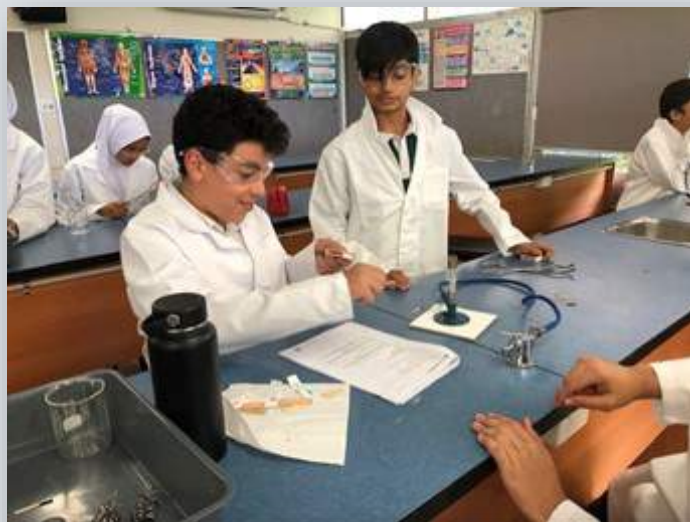
New Co-curricular 2020



LIC has introduced a new Co-Curricular for our high school - STEM Activity. The Club is run by Dr Fincy Patrick.

STEM basically involves Science, Technology, Engineering and Math. Through this Club, LIC hopes to prepare students for future technological innovations, develop skills like problem solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication and digital literacy.

We are looking forward to more exciting activities throughout the year!



There are two programmes currently running as part of the STEM.

Brain Bee challenge – Year 10 advanced class students are being trained on Neuroscience and will be participating in a competition on the 16th of March.

ECU is coming to our school for a three weeks program, starting this Friday. The program is called the “CREATE” and the activities span key engineering disciplines including Mechanical, Electrical, Civil, Chemical, Electronics, Mechatronics, Automation and Control, Instrumentation, Robotics and Data Processing.

By: Mrs S. Raip

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.



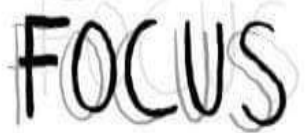
2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



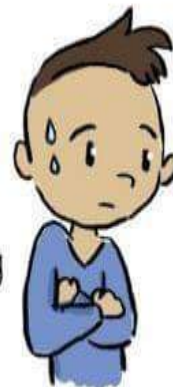
5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.



6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.

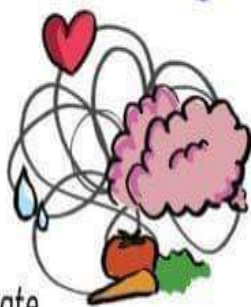


7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



Year 4 Yellow's

Plant in Action

Observation and Lively experience with a Broad Bean !!!

The Year 4 Yellow's scientific conceptions regarding plants have changed since young students don't often think about plants as a living structure or 'thing'. They have the tendency to ignore the plants as being living organisms because these young students only view animals and humans as really being alive. However, Year 4 Yellow 's inquisitive minds have come to the realisation that the plant is indeed a living structure! The instrument of scientific observation was quite vigorous in proving this fact. Students had to observe the stages of the life cycle of the broad bean for at least two to three weeks.

The plant-in-action observation was a great way to link the biological science to literacy by recording their daily findings. As a teacher, I experienced the excitement with the students and shared their 'wonder ah ha' moments when they discovered that their seeds have germinated and grew into a plant. This plant-in-action activity brought freshness into the classroom with the flowering bean on the window sill. The classroom



By: Mrs S. Davis

became alive with scientific vocabulary such as germination, photosynthesis and factors which affected the growth of the broad bean.

We started the experiment by testing the growth and planting the bean in a moist towel paper and soil. Some beans sprouted beautifully while other beans became mouldy. However, the mouldy ones were removed, and new seeds were added. Further, to advance the experiment, the paper was removed and only the soil was left for the bean to complete its cycle. As a result, the new beans germinated at a much faster rate when planted in the soil only. In conclusion, Year 4 Yellow demonstrated a good sense of growing plants and planting seeds. Thus, they have developed a deep appreciation for the wonderful world of Allah's Flora creation.....



3 Purple Newsflash

The term started with a mixture of anxious and excited-looking students coming into the class. How time flies and now it is almost the end of Term 1 and Year 3 Purple has settled in well. They have been very busy active learning. These are some of the activities covered this term.

In Science students have been learning about Living and Non-Living things. A field trip is a fun and exciting way to learn as they explore



the school nature park looking for living and non-living things.

The class always looks forward to Art lessons. This term we are studying

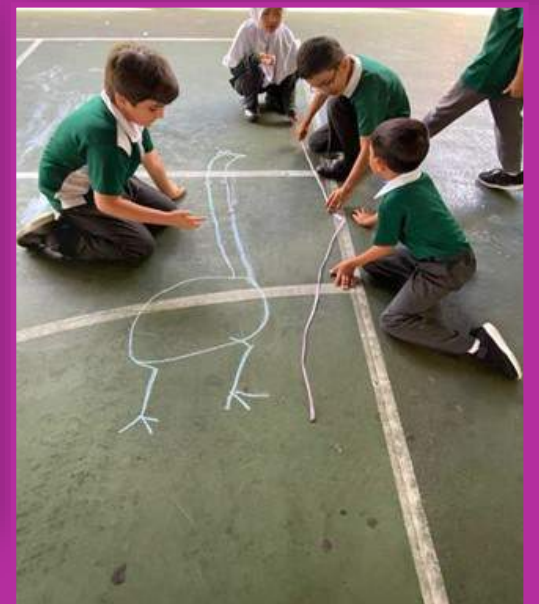
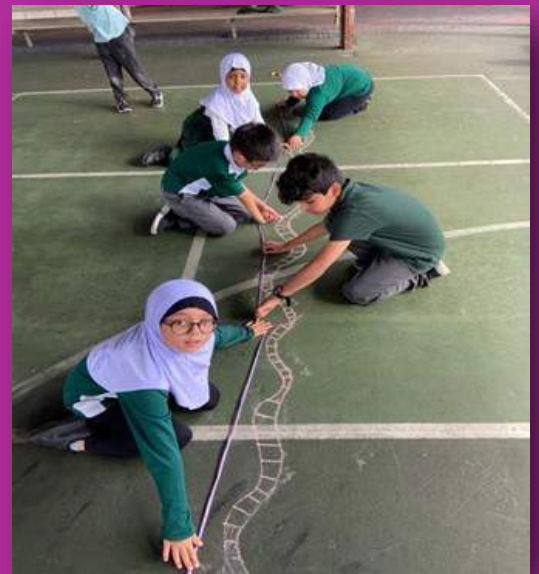
Aboriginal art painting.



By: Mrs K. Zainy



Who says Maths is boring? The class had a fantastic time measuring each other, drawing a 4 m crocodile, a 3m emu and a 6m snake on the topic of metres and centimetres during Math lesson.



In one of the History lessons, they had to research on the iPad on cultural foods based on the topic of Migration .



Enjoying Harmony Day

News from Year 2 Yellow



Year 2 Yellow!! Wow, a thriving classroom... full of energy, zest and bursts of collaboration, sprinkled with calm, quietly-considered moments, where students ponder and reflectively work... a snapshot of our classroom. Some aspects, values and beliefs of daily life in Year 2 Yellow ensure that all students reflect, understand learning intentions, engage in being balanced in one's learning, take educational risks and push themselves to strive for personal excellence. This allows students to practise their cooperative, collaborative and inquiry skills and commit to their learning as well as care for others.

ENGLISH

Reading and Viewing in Term 1

Students will be building upon their reading strategies both individually and in small and whole class groups. All students have reading goals that they are working towards, and which are part of weekly discussions and activities with their teachers and peers. Year 2 students continue to make more decisions about their daily activities and to work on their own personal reading goals. Students are focusing on reading strategies that will help them achieve their goals and become more confident readers. These include:

Comprehension: Finding important facts in texts, reading to answer a question, using text features to help understand the text and exploring why authors write different text types.

Accuracy: Continually revisiting all strategies as needed.

Fluency: Continually revisiting all strategies including using expression while reading, paying attention to punctuation and recognising and reading common sight words.

Expand Vocabulary: Tune into interesting words and inquiry topic words, voracious reading, understanding parts of a sentence and identifying nouns, verbs and adjectives.

WRITING

This term students are focusing on writing time and breaking down sentences and exploring nouns and adjectives. A key focus for the term will be in developing recount writing and procedural writing. Students will be applying the skills they have learnt throughout the term to create engaging texts about retelling different events. They are guided to use capitals, punctuation and correct grammar. Handwriting is also a focus to assist students in writing legibly and to assist in adding details and spelling.

SPELLING

Students will continue to work in their reading groups with exploration of spelling blends and rules relevant to their group. Students will bring home words to practise each week.

By: Mrs M. Kaul

MATHEMATICS

Students have begun the term exploring the language of chance & probability and have been actively engaged in chance activities involving guessing with

various items including spinners, mystery bags and similar. Students have also been exploring place value and involved in various activities including MAB's, Abacus, Calculators and similar.



SCIENCE

In Science students have been learning about life and living. They have learnt about the life cycles of plants, animals and insects. Students planted the pea seed, made observations and recorded how a pea seed changes as it grows. While learning about Life Cycle of insects, students produced art works displaying 'The Life Cycle of a Butter-



ART

In Art students develop an understanding and awareness of art elements and principles. Additionally, with a focus on Arts language development, students develop the ability to explore, appreciate, respond, interpret and critique a variety of art types and forms (Art criticism and appreciation). Students made lady bug art and used that to display their birthdays.



students produced art works displaying 'The Life Cycle of a Butterfly'.

News

In news students develop their oral language and verbal skills in a range of formal and informal situations. They develop their ability to present information or communicate confidently and fluently, with precise vocabulary. Students share news with their classmates about different topics in class.

